



Communities That Care

Community Assessment Training

Phase Three

Trainer's Guide

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2003 Edition

Important Notice

Please read: The persons whose photographs are depicted in this publication are professional models. They have no relation to the issues discussed. Any characters they are portraying are fictional.

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Module 1: Overview

Module 2: Using the *Communities That Care Youth Survey* Report

Module 3: Collecting Archival Data

Module 4: Identifying Priorities

Module 5: Preparing a Community Assessment Report

Module 6: Next Steps

Appendix 1: References

Appendix 2: *Communities That Care* Milestones and Benchmarks

Introduction

Goal

The goal of this training is to build the Community Board's capacity to conduct the community risk and protective factor assessment.

Objectives

After completing this training, participants will be able to:

- describe the steps in the community assessment process
- explain the purpose and uses of the community assessment in the *Communities That Care* process
- develop and carry out a plan for completing the community assessment
- communicate the results of the assessment to the Community Board and the Key Leaders.

Audience:

The participants in the Community Assessment Training are the individuals designated by the Community Board to conduct the community risk and protective factor assessment, generally the Risk- and Protective-Factor Assessment work group or subcommittee. There are generally 5-15 committee members. Some are board members; others are individuals recruited because of their specific expertise.

Agenda

Total training time including lunch and breaks is approximately 8.5 hours.

Module 1

Overview
(60 minutes)

Module 2

Using the Communities That Care
Youth Survey Report
(75 minutes)

Module 3

Collecting Archival Data
(90 minutes)

Lunch

(60 minutes)

Module 4

Identifying Priorities
(60 minutes)

Module 5

Preparing a Community Assessment Report
(60 minutes)

Module 6

Next Steps
(60 minutes)

Wrap-up and Evaluations

(15 minutes)

(Morning and afternoon breaks of about
10 minutes each)

Pre-training preparation

When the training is scheduled:

Find out if any participants have not attended previous *Communities That Care* trainings. If so, they should review *Investing in Your Community's Youth* before the training so they are familiar with the prevention science concepts and the *Communities That Care* prevention planning system when they attend the training.

Materials to be sent to the Coordinator/Facilitator:

- list of audiovisual, beverage and snack needs
- recommended room setup
- copies of *Investing in Your Community's Youth* for participants who have not attended previous trainings.

Equipment and materials:

- name tags
- roster of invitees
- copies of any letters or notices sent to invitees
- computer projector/laptop computer and/or overhead projector/transparencies
- flip chart/easel
- markers
- Post-it® notes.

Room setup:

- If the group is large, the room should be set up banquet style with round tables of six to accommodate small-group work. Place tables so all participants can see the front of the room.
- Provide drinking water at each table and a refreshment table in the back of the room.
- Place a small table for the computer or overhead projector at the front of the room. The projection screen should be large enough for all participants to see the slides.
- Place a trainer's table, registration table and resource table in convenient locations.

At least 60 minutes before start time:

- Make sure training equipment, participant materials and registration materials are set up.
- Place an easel sheet at the entry with the message: "Welcome to the *Communities That Care* Community Assessment Training."
- Pre-print one easel sheet with "Parking Lot" as a header and two columns, one column labeled "Questions" and the other column labeled "Issues."

Pre-training preparation

For Module 1:

Prepare a paper cup filled with assorted candy of different colors and types. Hand out the cups when you start the mental set activity on page 1—16.

Ask the Chair of the Community Board to attend the training and provide a brief update on the activities since the Community Board Orientation, key accomplishments to date, and any issues or barriers encountered so far. Work with the site contact when scheduling the orientation to ensure that this role is filled and that the person is aware of what to cover, when to arrive and how much time is allotted.

For Module 2:

If possible, work with the site coordinator to ensure that each member of the Community Assessment Work Group receives a copy of the *Communities That Care Youth Survey* report in advance of the training, with instructions to review it before the event. If the community's report is not available, bring copies of the most recent version of the *Anytown County Youth Survey Report* for participants to use during the training. (If the community isn't using the *Communities That Care Youth Survey*, you can skip this module, but participants should be strongly encouraged to use the survey in the future.)

For Module 3:

If you will be doing a computer-based presentation, find out if you'll be able to access the Internet from the training site. If so and time allows, consider showing participants some of the key online data sources listed in the Guide to Online Data Sources in this module and "practice" collecting data from them. (Before the training, familiarize yourself with some of the Web sites.)

For Module 4:

Bring a bag of balloons of varied colors for the Balloon Mental Set that opens this module. Make sure there are three or four red balloons. Have participants blow the balloons up when you begin this activity.

For Module 5:

If possible, bring sample Community Assessment Reports for participants to review during the training. (Be sure to check with communities ahead of time to ensure that they have no objections to your using their reports in this way.)

Please remember to complete a Service Report for this training.



Communities That Care

Community Assessment Training

Overview

**Trainer's Guide
(60 minutes)**

Module 1

Slides for Module 1

Title slide	1-1
Overview	1-2
Installing the <i>Communities That Care</i> system	1-3
We are here.	1-4
Community Assessment Training goal.....	1-5
Objectives	1-6
Agenda	1-7
Community update	1-8
The research foundation	1-9
Risk factors	1-10
Community risk factors.....	1-11
Family risk factors.....	1-12
School risk factors	1-13
Peer and individual risk factors	1-14
The Social Development Strategy.....	1-15
Activity: Candy data assortment.....	1-16
Process overview.....	1-17
Types of data to collect.....	1-18
Data collection methods.....	1-19
Products of the community assessment.....	1-20
Use community assessment data	1-21
.....	1-22
Next up	1-23



Mouse-Click Icon

(for a computer-based presentation)

The mouse-click icon shows you what information will come up on the slide when you click. (Some slides use several clicks.)



Slide 1-1

Notes

Welcome participants as they enter.



Slide 1-2

Notes



Participant Introductions

Explain that one of the goals of this training is to create a high-functioning team, so you will be providing opportunities for the group to get to know each other during the course of the training.

Ask each participant to introduce him- or herself and explain why he or she is involved in the assessment process and what he or she hopes to contribute.

Nuts and Bolts

- Explain how the “Parking Lot” will be used to capture any questions or issues that come up during the training but can’t be addressed at that time. Tell the group you will revisit the Parking Lot at the end of the training and make a plan for addressing any unresolved questions or issues at that time.
- Explain where the restrooms and telephones are located.
- Ask participants to turn off their cell phones or beepers.
- Discuss any additional housekeeping items, such as coffee or other refreshments.

Materials

Ask participants to open their Participant's Guides. Explain that they have copies of all of the slides you will be using, as well as some worksheets for group activities and planning. The slide pages have a place for them to record notes. The appendix contains additional background information and references. Ask if there are any questions about the Participant's Guide.



Slide 1-3

Notes

As you know, the Communities That Care process involves five phases. The phases, and the milestones and benchmarks associated with each, describe the key activities and tasks that need to be accomplished for the Communities That Care process to be successful.

The Community Assessment Training (CAT) is the first training in Phase Three: Developing a Community Profile. The community assessment is the collection and analysis of data on risk factors, protective factors and problem behaviors in your community.

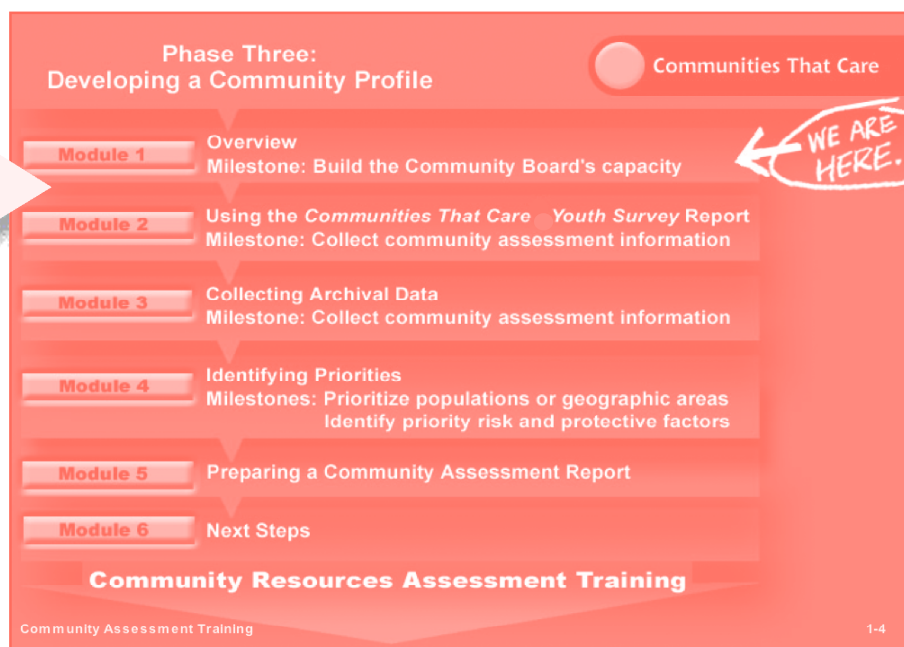
The second training in this phase is the Community Resources Assessment Training, where members of the Resources Assessment and Evaluation work group will learn how to assess your community's current resources and gaps in services.

The process of developing a community profile will help your community focus prevention efforts efficiently and effectively. You'll use the profile to select tested, effective programs to address your community's needs.



Slide 1-4

Notes



Here's an overview of the milestones this training event will cover:

- You began building the Community Board's capacity at the last training event, the Community Board Orientation (CBO). This will be an ongoing process as you continue to develop and refine your work plan for the assessment process.
- In this training, we'll review the steps for collecting and preparing data about your community that you can use to target your prevention efforts.
- You'll learn how to interpret the Youth Survey and archival data and use it to identify priority populations and geographic areas for prevention action.
- You'll be able to identify priority risk and protective factors to help your community to focus its prevention efforts. We'll also help you plan how to organize this information and prepare a community assessment report to disseminate in your community.
- The next training event will cover the last Phase Three milestone: conducting a resource assessment and gaps analysis. From there, your community will be ready to move on to Phase Four: Creating a Community Action Plan.

Are there any questions about the milestones we plan to cover in the Community Assessment Training?

Let participants know that a full list of the Milestones and Benchmarks for all phases of the *Communities That Care* prevention planning system is included as an appendix in their Participant's Guide.

Community Assessment Training goal

Communities That Care

The goal of the Community Assessment Training (CAT) is to build the Community Board's capacity to conduct a community risk and protective factor assessment.

Community Assessment Training

1-5



Slide 1-5

Notes

Review the slide.



Slide 1-6

Notes

Objectives

Communities That Care

1. Describe the steps in the community assessment process.
2. Explain the purpose and uses of the community assessment.
3. Develop and carry out a plan for completing the assessment.
4. Communicate the assessment results to the Community Board and Key Leaders.



Community Assessment Training

1-6

Review the slide.

Agenda

Module 1

Overview

Module 2

Using the
*Communities That
Care Youth Survey Report*

Module 3

Collecting Archival Data

Module 4

Identifying Priorities

Module 5

Preparing a
Community Assessment Report

Module 6

Next Steps

Wrap-up and evaluations

Community Assessment Training

1-7

Communities That Care

Slide 1-7

Notes

Review the slide.

Note to Trainers: Since the amount of time and the starting and ending times for the CAT vary greatly in different communities, you may wish to write a more detailed agenda with time frames on an easel sheet and display it.



Slide 1-8

Notes

Community update

Communities That Care

- Review of membership of Key Leaders and Community Board
- Activities since the Community Board Orientation
- Key accomplishments to date
- *Communities That Care Youth Survey* progress
- Issues, barriers and solutions

Community Assessment Training

1-8

Ask the chair of the Community Board to attend the training and provide a brief update, as outlined on the slide.

The research foundation

- Public health approach
- Demonstrated predictors:
 - Risk factors
 - Protective factors organized by the Social Development Strategy (SDS)
- Tested, effective programs



Community Assessment Training

1-9



Slide 1-9





Slide 1-10

Notes

Risk factors:

Communities That Care

- Exist in all areas of influence
- Predict multiple problem behaviors
- Exist throughout development
- Have consistent effects across races and cultures
- Can be buffered by protective factors.

Community Assessment Training

1-10

A risk factor is a condition that increases the likelihood of a problem behavior. Dr. Hawkins and Dr. Catalano have identified 19 risk factors for children becoming involved in five problem behaviors in adolescence: substance abuse, delinquency, teen pregnancy, dropping out of school and violence.



Risk factors are found in families, communities, schools, peer groups and individuals.



Most risk factors are predictive of more than one of the five problem behaviors.



Risk factors are found throughout a child's development—from before birth (e.g., family history of the problem behavior) through adolescence (e.g., friends who engage in the problem behavior or favorable attitudes toward the problem behavior).



Although different groups may have greater exposure to a given risk factor, the risk factors have similar effects regardless of race, culture or economics. For example, children of color are more likely to be exposed to economic deprivation. However, the effects of poverty as a risk factor are similar, regardless of race.



Protective factors can serve as a buffer, or shield, to protect children from the effects of exposure to risk.

Community risk factors	Communities That Care				
	Adolescent Problem Behaviors	Substance Abuse	Delinquency	Teen Pregnancy	School Drop-Out Violence
Availability of drugs	✓				✓
Availability of firearms		✓			✓
Community laws and norms favorable toward drug use, firearms and crime	✓	✓			✓
Media portrayals of violence					✓
Transitions and mobility	✓	✓		✓	
Low neighborhood attachment and community disorganization	✓	✓			✓
Extreme economic deprivation	✓	✓	✓	✓	✓

Community Assessment Training

1-11

Slide 1-11

Briefly review slides 1-11 through 1-14.

Refer participants to the laminated chart in the Participant's Guide for a complete list of the risk factors and the problem behaviors they predict.

Family risk factors	Communities That Care				
	Adolescent Problem Behaviors	Substance Abuse	Delinquency	Teen Pregnancy	School Drop-Out Violence
Family history of the problem behavior	✓	✓	✓	✓	✓
Family management problems	✓	✓	✓	✓	✓
Family conflict	✓	✓	✓	✓	✓
Favorable parental attitudes and involvement in the problem behavior	✓	✓			✓

Community Assessment Training

1-12

Slide 1-12



Slide 1-13

School risk factors					
Adolescent Problem Behaviors		Substance Abuse	Delinquency	Teen Pregnancy	School Drop-Out Violence
Academic failure beginning in late elementary school	✓	✓	✓	✓	✓
Lack of commitment to school	✓	✓	✓	✓	✓

Community Assessment Training 1-13

Briefly review the slides.



Slide 1-14

Peer and individual risk factors					
Adolescent Problem Behaviors		Substance Abuse	Delinquency	Teen Pregnancy	School Drop-Out Violence
Early and persistent antisocial behavior	✓	✓	✓	✓	✓
Rebelliousness	✓	✓		✓	
Friends who engage in the problem behavior	✓	✓	✓	✓	✓
Gang involvement	✓	✓			✓
Favorable attitudes toward the problem behavior	✓	✓	✓	✓	
Early initiation of the problem behavior	✓	✓	✓	✓	✓
Constitutional factors	✓	✓			✓

Community Assessment Training 1-14



Slide 1-15

The other side of the research-based predictors coin is protective factors. Protective factors reduce the effects of exposure to risk. That means that even when we can't reduce all of the risks in young people's lives, we can help protect them against the effects of that risk exposure by building this protective shield, or buffer.

The Social Development Strategy (SDS) is a research-based model that organizes known protective factors into a guiding framework, or road map, for building positive futures for children.

Review the slide:

The SDS begins with healthy behaviors—the goals you have in mind for your community's children.



Research on social development tells us that in order to practice healthy behaviors, children must develop healthy beliefs and clear standards for their own behavior.



Bonding is what motivates young people to follow expectations. A child who has an attached, committed relationship with an adult is likely to adopt similar standards, and will think twice before endangering that relationship by violating the standards and expectations of the adult.



Research on the SDS has found that in order to develop that attached, committed relationship between a child and an adult, three conditions are necessary: opportunities for the child to be meaningfully involved, skills to be successful at that involvement, and recognition for his or her contribution.



Individual characteristics also play a role in how children experience bonding. These include having a positive social orientation, a resilient temperament and high intelligence.

Developing a profile of how risk factors, protective factors and problem behaviors exist in your community is a key part of the Communities That Care process. That's what the community assessment process is all about.



Slide 1-16

Notes

Activity: Candy data assortment

Communities That Care

- Sort the candy.
- Record your findings.
- Report the results.

Community Assessment Training

1-16

Mental Set: Candy data assortment

Time: 10 minutes

Materials:

Candy assortment of all kinds (plain, nut, peanut butter, almond), small paper cups

Instructions:

1. Give each table a cup of assorted candy. Make sure the candies in the cups are mixed colors and mixed types (plain, peanut, peanut butter and almond, for example).
2. Ask the groups to sort the candy and record their findings.
3. Ask each group to report what they found. (Hopefully, different groups will have sorted by different criteria—color, size, shape, etc.)
4. Debrief. Explain that, even given the same “data,” different groups came up with different findings because we didn’t have a standardized process for examining the data.

In the Communities That Care assessment process, we are going to provide you with a systematic process for collecting and analyzing data. That’s what this training is about.



Slide 1-17

Notes

Here is an overview of the community assessment process:

- The first step is to collect the data that will help your community focus prevention efforts on the highest priority risk and protective factors. The Communities That Care Youth Survey report provides a comprehensive profile of risk factors, protective factors and problem behaviors in your community. You can fill in any gaps with archival data about your community. Archival data is data that has already been collected and documented, such as records kept by government agencies.
- Setting priorities is the next step. You'll look at your community's data to identify those risk and protective factors that are the highest priorities for your community. You'll also identify a geographic area or a population (such as middle school students or parents of preschoolers) as the focus of your prevention efforts.
- You'll select two to five priority risk and protective factors to focus your prevention efforts on. You'll also look at the data to identify your community's strengths on which to build.
- You'll use these findings to prepare a Community Assessment Report for distribution to Key Leaders and other stakeholders in the community.



Slide 1-18

Notes

Types of data to collect:

- Youth problem behaviors
- Risk factors
- Protective factors

Communities That Care

Community Assessment Training

1-18

Three types of data are collected in the Communities That Care assessment:

- *Youth problem behaviors—including alcohol and other drug use, delinquency, teen pregnancy, dropping out of school and violence.*
- *Risk factors—the 20 predictors of problem behaviors identified in Dr. Hawkins' and Dr. Catalano's research.*
- *Protective factors—the conditions that help buffer young people from exposure to risk and promote positive youth development.*

Data collection methods

- Communities That Care Youth Survey
- Archival data

Communities That Care



Slide 1-19

Notes

Data is collected using two methods in the Communities That Care assessment process:

- The Communities That Care Youth Survey is science-based and provides a comprehensive, efficient and accurate assessment of risk factors, protective factors and problem behaviors.
- Archival data can fill gaps in the survey and provide further support for the priorities identified through the Communities That Care Youth Survey.

The chart on the next page tells you which risk factors, protective factors and problem behaviors can be measured through the Communities That Care Youth Survey and/or archival data.

Module 1

Risk factor, protective factor and problem behavior indicators

	CTCYS	Archival
Risk Factors		
Availability of Drugs	X	X
Availability of Firearms	X	
Community Laws and Norms Favorable toward Drug Use, Firearms and Crime	X	
Media Portrayals of Violence		
Transitions and Mobility	X	X
Low Neighborhood Attachment and Community Disorganization	X	X
Extreme Economic Deprivation		X
Family History of the Problem Behavior	X	X
Family Management Problems	X	X
Family Conflict		X
Favorable Parental Attitudes and Involvement in the Problem Behavior	X	
Academic Failure Beginning in Late Elementary School	X	
Lack of Commitment to School	X	X
Early and Persistent Antisocial Behavior		
Rebelliousness	X	
Friends Who Engage in the Problem Behavior	X	
Gang Involvement	X	
Favorable Attitudes toward the Problem Behavior	X	
Early Initiation of the Problem Behavior	X	X
Constitutional Factors	X	
Protective Factors		
Family Attachment	X	
Family Opportunities for Prosocial Involvement	X	
Family Rewards for Prosocial Involvement	X	
Community Opportunities for Prosocial Involvement	X	
Community Rewards for Prosocial Involvement	X	
School Opportunities for Prosocial Involvement	X	
School Rewards for Prosocial Involvement	X	
Religiosity	X	
Social Skills	X	
Belief in the Moral Order	X	
Youth Problem Behaviors		
Substance Abuse	X	X
Delinquency	X	X
Teen Pregnancy		X
School Drop-out		X
Violence	X	X

Products of the community assessment:

- Priorities for prevention planning.
- Community Assessment Report.

Communities That Care

Community
Assessment
Report

Community Assessment Training

1-20



Slide 1-20

Notes

1



Once you have collected the data, you'll analyze it to determine your community's priorities. You'll look for geographic areas or populations within your community that need special attention. In addition, you'll identify a list of priority risk factors to address in your community's prevention plan, and community strengths on which to build.

2



The result of this analysis will be a Community Assessment Report, which can be presented to the Community Board and Key Leaders. The report is an important product of the assessment process: combined with the community resources and gaps analysis (covered at the next training event), it will help your community focus its prevention efforts.



Slide 1-21

Use community assessment data to:

- Create a community-specific profile
- Develop a focus for prevention planning
- Mobilize the community
- Address misconceptions.

Communities That Care



Community Assessment Training

1-21

1



The community assessment process offers an objective method for prioritizing risk factors for attention and identifying your community's strengths on which to build. It helps you create a "customized" picture of how each youth problem behavior, risk factor and protective factor appears in your community, and how your community compares with other communities.

2



Using this data to identify your community's priorities and strengths is key to developing a focus for prevention planning in your community.

3



The data can be used to build public awareness about the extent of youth problem behaviors and the levels of risk and protection that exist in the community, helping to mobilize your community to action.

4



Youth problem behavior data can be used to counteract misconceptions caused by media attention to certain high-profile events involving youth. For example, because of media attention given to recent school shootings, much of the public believes that youth violence is increasing when, in fact, it has been steadily decreasing.

Use community assessment data to:

- Establish baseline and expected outcomes for prevention planning process
- Help select effective prevention programs
- Evaluate progress
- Support fund development.

Community Assessment Training

1-22

Communities That Care



Slide 1-22

Notes



The initial community assessment data provides a baseline that can be used to develop expected outcomes of your community's prevention efforts, and to track your progress toward those outcomes.



Your community will use the assessment data, the expected outcomes and the results of the community resources and gaps analysis to identify tested, effective prevention programs to address your community's unique profile.



We recommend repeating the community assessment process every two years. This way, you can reassess your priorities, track your progress against the baseline data and make any necessary adjustments in your prevention plan.



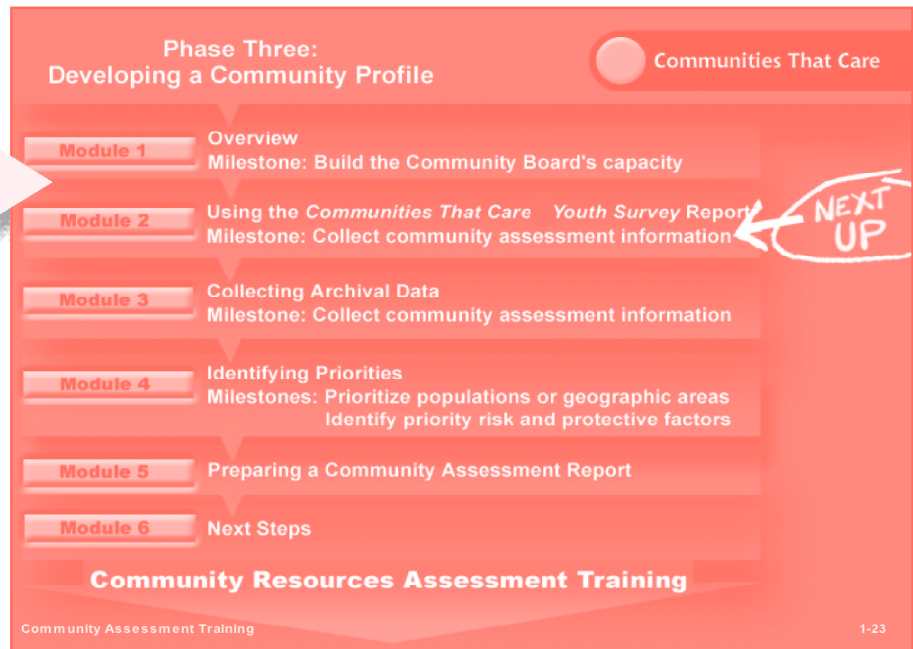
Grantmakers want solid data that demonstrates the need for funding, and they want to see measurable outcomes of the programs they fund. The community assessment data can help you "make your case" to grantmakers and report your community's progress with solid data.

Module 1



Slide 1-23

Notes



Review the slide.

Let participants know that in the next training module, they will learn how to use and interpret their *Communities That Care Youth Survey* report.